

**San José State University**  
**Linguistics & Language Development**  
**LING 108, Introduction to Second Language Development, Teaching, and**  
**Assessment, Section 1, Fall 2016**

**Course and Contact Information**

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<b>Office Hours:</b>	MW 3:00-4:00, and by appointment
<b>Class Days/Time:</b>	MW 1:30-2:45
<b>Classroom:</b>	Sweeney 414
<b>Prerequisites:</b>	<b>Ling 101 or ENGL 103 or Ling 107</b>

**Course Format**

This course adopts a hybrid classroom delivery format. This means you will attend class lectures and receive materials in class, but that materials will also be provided online via Canvas. You will need access to a computer with Internet access to use these materials to fully participate in classroom activities.

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU and Canvas to learn of any updates.

**Course Description**

Theoretical and practical approaches to how people learn first, second, and foreign languages in bilingual and multilingual educational settings. Methods, materials, and assessment of language development for English language learners K-16.

**Learning Outcomes and Course Goals**

This class is designed to help you understand how first (L1), second (L2), and foreign languages develop in language learners in bilingual and multicultural educational settings. It aims to help you understand the underlying philosophy of various methods of teaching English as a second/foreign language to various kinds of learners, including learners in both primary and secondary schools in the United States. While working towards these goals, you will also learn about issues related to cross-cultural academic development in ESL learners and bilingual and multicultural education. Finally, we will learn the basics of language testing and assessment.

Upon successful completion of this course, students will be able to explain:

1. How first, second, and foreign languages develop in learners;
2. The major linguistic, psychological, and cognitive variables that affect language learning in second and foreign language contexts;
3. The role of non-linguistic factors in language learning;
4. The importance of maintaining the home culture while learning English in a multicultural country like the United States;
5. The value of bilingual education for new immigrants and generation 1.5 learners;
6. The most prominent methods of language teaching;
7. The basic concepts of language assessment.

### **Required Texts/Readings**

1. Celce-Murcia, M. (2013). *Teaching English as a second or foreign language (4th ed.)*. Boston: Heinle ELT.
2. Lightbown, P., & Spada, N. (2013). *How languages are learned (4th edition)*. Oxford University Press.
3. Pinter, A. (2006). *Teaching young language learners*. Oxford University Press.

### **Other Readings**

Additional readings available on Canvas.

### **Recommended Texts**

1. Brown, H.D. (2014) *Principles of language learning and teaching (6th edition)*. Pearson.
2. Brown, H.D. (2007). *Teaching by principles: An interactive approach to language pedagogy (3rd edition)*. Pearson Education.
3. Hernandez, H. (2001). *Multicultural education, (2nd edition)*. Prentice Hall.
4. Peregoy, S. F., & Boyle, O. F. (2005). *Reading, writing, and learning in ESL: A resource book for K-12 teachers (fourth edition)*. Pearson Education.

### **Library Liaison**

Toby Matoush, Toby.Matoush@sjsu.edu

### **Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

*Detailed descriptions of each assignment can be found on the course website on Canvas.*

Language Learner Interview Paper (15%)

Classroom Observation Paper (15%)

In-Class Quizzes & HW (10%)  
Midterm 1 (15%)  
Midterm 2 (15%)  
Lesson Plan Presentation in groups (10%)  
Final Lesson Plan in groups (20%)

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

### Grading Policy

A 93-100	A- 90-92	B+ 87-89
B 83-86	B- 80-82	C+ 77-79
C 73-76	C- 70-72	D+ 67-69
D 63-66	D- 60-62	F below 60

### Grading information:

- There are NO extra credit or make-up assignments.
- Your grade will be determined solely on your performance on the assignments listed above.
- All assignments are due on the date indicated and late assignments will NOT be accepted.
- In the event that a late assignment is accepted, it will be graded down (A becomes A-, A- becomes B+, et cetera.) for each day that it is late.
- All assignments, unless indicated otherwise, must be typed and submitted in electronic form.
- Each assignment is weighted as described above.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

### Classroom Protocol

Please arrive to class on time. It distracts the instructor and other students when you arrive late. If you must arrive late, please enter the classroom quietly and with respect for your classmates and your instructor.

**I do not allow any cell phone use in class.** Please turn off your phone when you arrive to class and store your phone in your purse, backpack, or pocket. Because it is difficult for me to know why a cell phone is in your hand or sitting on your desk, you may not use your phone as a clock or to take notes in my class. There is a clock in the classroom that functions just fine as a timepiece. I will forgive any two transgressions of this policy (they may occur in the same class), after which **you will be asked to leave class for the day for any subsequent transgression.** Repeat offenders will be sent academic discipline for disrupting class.

Should you wish to use a laptop or tablet in class, it will be allowed **on a trial basis** and **only with my prior approval.** I reserve the right to revoke this privilege at any time if I find it distracting to you or to other students. Should you wish to consult research on the impact of using technology for taking notes, please see <http://pss.sagepub.com/content/25/6/1159>.

This is a workshop-style course, not a purely lecture course. This means that participation in all class activities is mandatory. We will be using lots of group and pair work, as well as whole-class discussion in which everyone is encouraged to speak up. You are asked to adapt to this kind of format

## **University Policies**

### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - Please consult with me before recording any lectures. I will grant oral permission to record the class. I reserve the right to revoke this privilege at any time during the semester.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

## **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

## **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

## **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

# LING 108 / Introduction to Second Language Development, Teaching, and Assessment, Fall 2016, Course Schedule

## Tentative Class Schedule and Assignments (subject to change)

**NOTE:** Readings and Assignments are to be completed by class time on the date indicated. Class topics are listed first, then assigned readings, and finally any assignment due that day.

HLL = *How languages are learned*

TESFL = *Teaching English as a second or foreign language*

TYLL = *Teaching young language learners*

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 29	Introduction to the Class; Language Learning Survey
1	Aug 31	What is Language? Who are English Language Learners?
2	Sept 5	<b>NO CLASS – LABOR DAY</b>
2	Sept 7	Language learning in early childhood ; <i>HLL 1, TYLL 2</i>
3	Sept 12	Language learning in early childhood; <i>HLL 1, TYLL 2</i>
3	Sept 14	Second language learning; <i>HLL 2, TYLL 3</i>
4	Sept 19	Second language learning; <i>HLL 2, TYLL 3</i>
4	Sept 21	Individual differences in second language learning; <i>HLL 3</i>
5	Sept 26	Individual differences in second language learning; <i>HLL 3</i>
5	Sept 28	Explaining second language learning; <i>HLL 4</i>
6	Oct 3	Explaining second language learning; <i>HLL 4</i>
6	Oct 5	<b>Exam #1</b>
7	Oct 10	<b>NO CLASS – Out of Town</b>
7	Oct 12	Language teaching methods and approaches, Learning & Development <i>TESFL 1, TYLL 1</i> <b>Language Learner Interview Paper Due</b>
8	Oct 17	Communicative language teaching, Observing L2 learning and teaching <i>TESFL 2; HLL 5</i>
8	Oct 19	Principles of instructed second language teaching, L2 learning in the classroom; <i>TESFL 3, HLL 6</i>
9	Oct 24	Teaching listening; <i>TESFL 6-7; TYLL 5</i>
9	Oct 26	Teaching speaking; <i>TESFL 8-10; TYLL 5</i>
10	Oct 31	Teaching reading; <i>TESFL 11-13; TYLL 6</i>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
10	Nov 2	Teaching writing; <i>TESFL 14-16; TYLL 6</i>
11	Nov 7	Teaching grammar & vocabulary; <i>TESFL 17-19, TYLL 7</i>
11	Nov 9	<b>Exam 2</b>
12	Nov 14	Lesson planning; Language assessment; <i>TESFL 23, 21</i>
12	Nov 16	Language assessment; <i>Additional readings available on Canvas</i>
13	Nov 21	Language assessment; <i>Additional readings available on Canvas</i> <b>Classroom Observation Paper Due</b>
13	Nov 23	<b>NO CLASS – THANKSGIVING</b>
14	Nov 28	Work on Lesson Plans
14	Nov 30	Work on Lesson Plans
15	Dec 5	<b>Presentation of lesson plans</b>
15	Dec 7	<b>Presentation of lesson plans</b>
16	Dec 12	<b>Presentation of lesson plans</b>
<b>Final Exam</b>	Dec 15	<b>Thursday – 12:15-2:30 – Final version of lesson plan due to Canvas by 2:30</b>